

THE CLASSICAL ACADEMY EXISTS TO ASSIST PARENTS IN THEIR MISSION TO DEVELOP EXEMPLARY CITIZENS EQUIPPED WITH ANALYTICAL THINKING SKILLS, VIRTUOUS CHARACTER, AND A PASSION FOR LEARNING, ALL BUILT UPON A SOLID FOUNDATION OF KNOWLEDGE.

PALMARIUM

Parent Survey

For the annual parent surveys that took place during the month of February, at each of our schools - over **1,400 parents** participated (resulting in the **6th best overall participation rate in the 16 years of collected data**). Analysis of the results from this year's survey is currently underway at all leadership levels. Thanks for taking the time to share your thoughts with us.



Dr. Mayfield and Dr. Wehrman

In early March, Dr. Mayfield shared his presentation **Seen and Secure: The Importance of Active Parenting** with the TCA community. Nearly 375 parents attended the event. Early next year, we plan to have Dr. Mayfield back again to talk about *social media* with our families. On



Monday, April 22, we are privileged to have Dr. Wehrman share with us on the topic of **sleep**. See the flyer on page three of this month's issue to learn more about this very important event. All of these presentations are

brought to TCA via the efforts of our *Wellness Task Force* - which involves input from parents, students, staff, and the TCA leadership team. Hope to see you on the 22nd.

This month our **relationships** focused article was written by **Dr. Russ Sojourner**, TCA President. Last issue we discussed the importance of *idea centered* classrooms. I encourage you to take a few moments out of your day to read about the 4th, 5th, and 6th Rs .



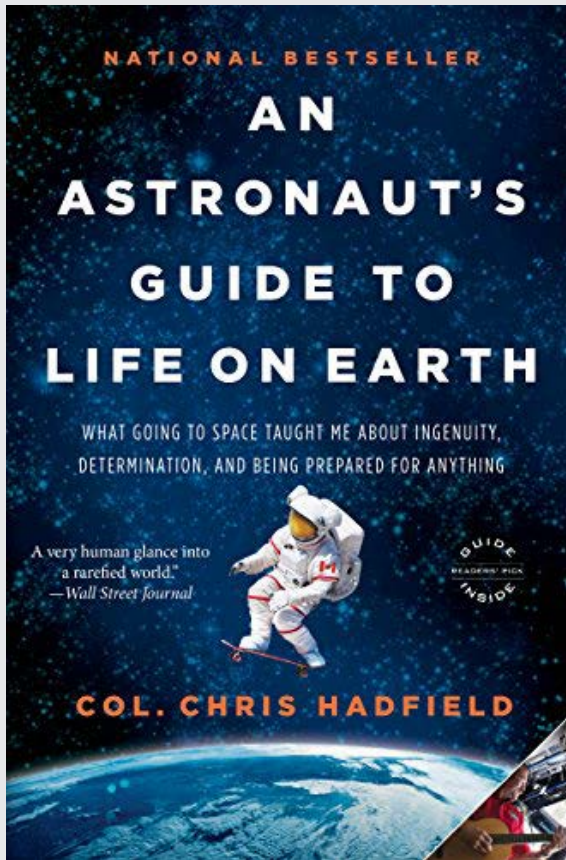
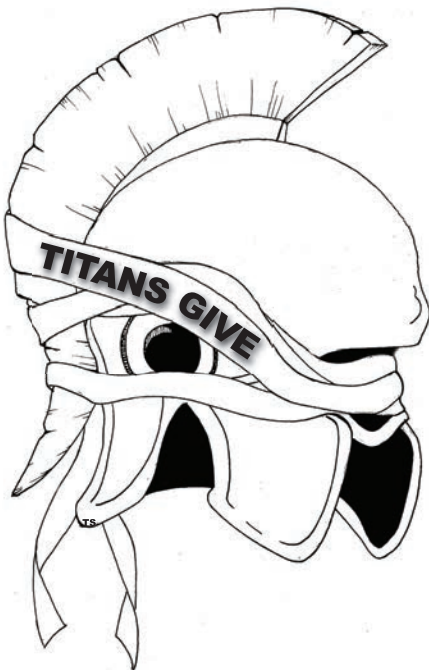
The Editor



TITANS GIVE



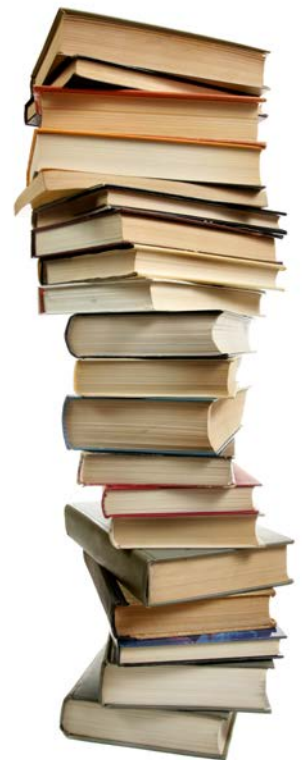
For the 2018-2019 school year every school at TCA has been raising funds in support of a combined effort to support the the new **Children's Hospital** on the north side of Colorado Springs. There is still time to donate before we total up the final tally of our efforts - we are all amazed at the generosity of our school communities. Click on this link to go directly to the **TCA Donation Page**, or the logo above, if you'd like to contribute before the campaign ends. The image below was drawn by TCA high school sophomore, Taliana Schmidt, as a logo for our ongoing efforts to raise funds for various organizations within our community over the next five years.



Engaging Minds: Beyond the Book Club title for the April 2019 study session.

ENGAGING MINDS:

The last **Beyond the Book Club** meetings of the school year will take place on **April 24th and 25th, 2019** from 4:00-5:30 pm in the Pikes Peak Room, North Elementary Library. We will be discussing **An Astronaut's Guide to Life on Earth: What Going to Space Taught Me About Ingenuity, Determination, and Being Prepared for Anything** by Colonel Chris Hadfield. If you would like to join us for the discussion please send an e-mail request to me at wjolly@asd20.org and I'll add you to the RSVP list. Staff and parents are both welcome to participate in the studies. The books for the **2019-2020 Beyond the Book Club** studies are on order and details will be sent out soon to staff and to the TCA community (in next volume of the PALMARIUM).



Dr. Joseph Wehrman

Sleep Tight! Supporting Academic Success through Proper Sleep Hygiene

Synopsis:

Sleep is an essential part of a healthy lifestyle! Come learn how to effectively use 1/3 of your life to create success in the other 2/3. We will learn about how proper sleep hygiene can fuel academic, athletic, and emotional wellness across the lifespan. Our fast-paced lives and constant access to technology have set the conditions for a “brain toxic” environment. Together we will learn and discuss how to create a healthy habit of “counting sheep.” Until then, sleep tight!

Monday, April 22 6:00-7:30 pm
at TCA’s Brown Center for the Arts

NOTE: Dr. Wehrman will be speaking to TCA Secondary students, in the afternoon, during two separate assemblies on April 22.

Sign-up by clicking this link:

<https://www.signupgenius.com/go/70a044faaa82aabfa7-sleep>



Joseph Wehrman, Ph.D. is an associate professor and department chair in the Department of Counseling & Human Services at the University of Colorado Colorado Springs (UCCS). Dr. Wehrman also serves as the Director of the UCCS Campus Connections Program. Campus Connections is a Therapeutic Youth Mentoring Program for adolescents within El Paso County. He was the former Interim Dean of the College of Education and has served as coordinator of the Clinical Mental Health Counseling and Counseling and Leadership tracks. The Counseling and Leadership track is a specialized master’s degree program developed in partnership with the United States Air Force Academy (USAF). Dr. Wehrman earned his doctorate in Counselor Education and Supervision from The University of South Dakota and his M.S. in Applied Behavior Analysis from St. Cloud State University. He has expertise and a long history of service in the areas of early childhood, child development, and counseling children and families. On a personal note, he is the father of three well rested TCA elementary school children.

We've often heard that the mainstay of education involves focusing on the three Rs... reading, writing, and arithmetic. But we educators know that reaching our students and inculcating in them the knowledge to succeed and thrive at school and in life involves capturing their hearts before we attempt to capture their minds. I've therefore always strongly asserted that of equal (or more?) importance to those first three Rs involves a heartfelt cultivation of the fourth, fifth, and sixth Rs... Relationships, Relationships, and Relationships.

The authors of the TCA Core Values document must have thought similarly, as they included the following as one of our founding philosophies, adopted from the early 20th Century English Educator Charlotte Mason:

Education is the Science of Relationships where the teachers masterfully facilitate and support healthy beneficial relationships between the child and:

- Home
- Teachers and other staff
- Other children
- People of the past and present through the study of history
- The text through the study of quality, classical literature
- The elderly
- Nature through science and mathematics
- The arts through composer study, picture study, and applied fine arts
- The community, nation, and world through service and current events

That's a lot of relationship building – all critically important areas that require our teachers' attention.

Thoughts from Russ

TCA President

However, I'd also argue (as alluded in my opening paragraph) that the relationships our teachers build with their students must come first and foremost, allowing the others to fall into place, after our students know that we see them, believe in them, care about them, and love them. Accordingly, we've also often heard another mainstay of education, the oft-used phrase "they won't care how much you know until they know how much you care" (attributed to Theodore Roosevelt, John Maxwell, and/or others).

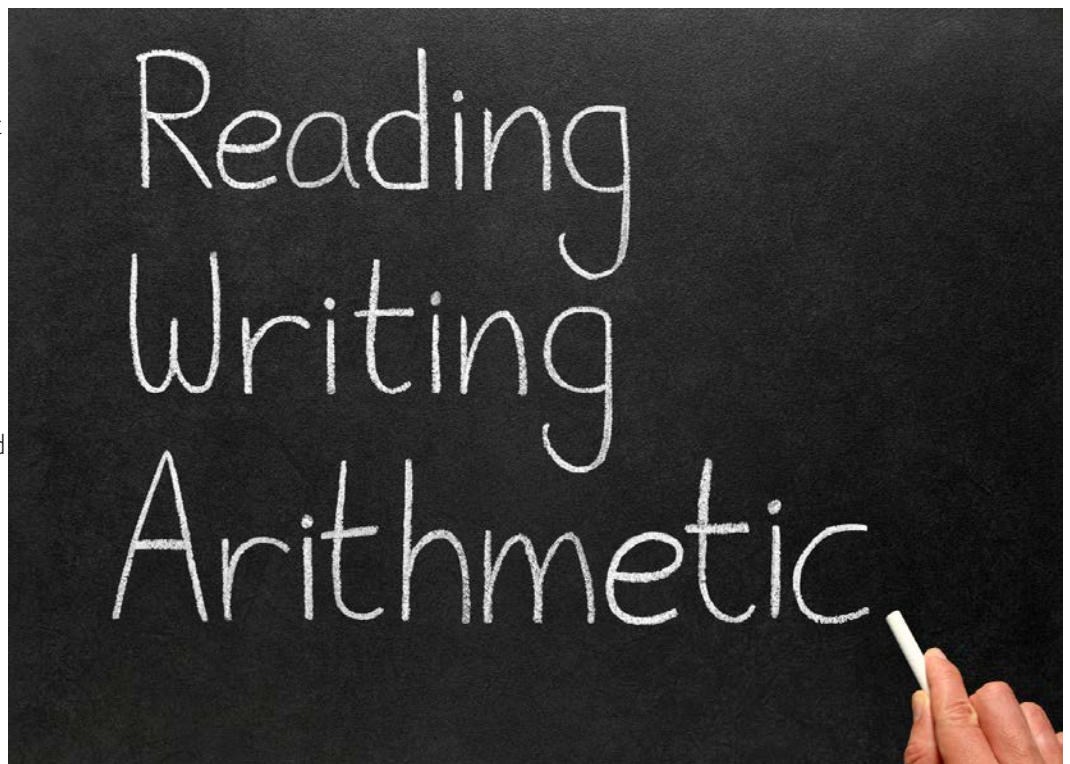
Relationships, Relationships, Relationships (The 4th, 5th, and 6th Rs)

As for me, I made the decision to someday become an educator solely because of the care and love shown by then-principal of Air Academy Junior High School (later to become Challenger Middle School), Mr. Dominic Mollica. In 1984, when I was a young Air Force officer sitting in afternoon school carpool waiting to pick up my mother-in-law and take her to coffee (she was at the time the Principal's Secretary), I watched Mr. Mollica shake hands, give hugs, shout words of encouragement, smile broadly, and

genuinely show care and affection for everyone at his school. And all while monitoring carpool!

As my mom-in-law got into the car, I mentioned that I'd like to someday be in a position like his, acting like him, because of the obvious positive influence Principal Mollica had on his students, staff, and parents. Her reply resonated with me then, and has stuck with me since. "Oh, everyone adores Mr. Mollica. They love him back because they know he loves them first. And they'd do anything for him. Even the toughest students, which is saying a lot." Mr. Mollica – Junior High Principal role model in 1984... Russ Sojourner – aspiring TCA Junior High Principal role model in 2004. Hmm... Must be something to the idea of great power involving great responsibility, and great love, care, and relationship involving great influence.

But don't just take my word for it. In the article **What Everyone Needs to Know About High-Performance, Teacher**



Thoughts from Russ

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Student Relationships, the authors state that “Advocates of evidence based education know that students who have constructive relationships with their teachers are more likely to do well at school, and teachers who actively build such relationships have a strong effect on the lives of their students. Strong teacher student relationships shape the way children think and act in school, and when we have a good relationship with our students, they are more likely to feel positive about class and about school in general. They are also more willing to have a go at hard work, to risk making mistakes, and to ask for help when they need it. Furthermore, research shows constructive teacher student relationships have a large and positive impact on students’ academic success.”

Dr. Hal Urban is a friend and mentor of mine who also happens to be an award winning 35-year teacher, author, and character educator, and he speaks often about the awesome power of word choice when building constructive relationships, especially those between teacher and student. In his book *Positive Words, Powerful Results*, Hal asserts that kind words have the power to

Cheer us up when the world is getting us down
Honor us for our achievements
Bolster our self-image
Inspire us to give our best
Let us know someone cares
Warm our hearts
Acknowledge our hard work
Boost our confidence
Help us believe in ourselves
Encourage us when we need a little extra push
Tell us we’re appreciated
Give us the recognition we deserve

Show that others have faith in us
Brighten our days
Enrich our lives

And finally, as I speak of incredible teachers, one of my favorite long-time educator storytellers is the late great Rita Pierson. Several years ago I showed staff a Rita-led TED Talk titled **Every Kid Needs a Champion**. Rita knew what she was talking about, and I hope you’ll be inspired and affirmed by some of her thoughts on teaching:

In the spring of my career, I found myself questioning the choice of my life’s work. The students did not appear to be motivated, the paperwork was overwhelming and the constant change of educational direction was discouraging. But, I just could not seem to bring myself to do anything else. “Next year”, I would say. “Next year I will switch jobs, make more money and have far less stress.” Next year just never came. I am now in year 40. And while I am no longer in the classroom or at the schoolhouse, I remain an educator. It finally dawned on me that there was no other profession that would let me change children’s minds and have an impact on their future, long after the school day and school year were over. For every student that finally “got it,” for every rookie teacher that said, “You inspired me to stay,” I get the raise that never quite made it to my paycheck.

I was on a plane recently and the flight attendant asked my name. When I told him, he said, “I knew that was you! You taught at my elementary school. You made me take my cap off in the building and told me I was handsome.” He then paused and said: “I think I kept my hat on until you saw me, just so I could get that compliment. Thank you for making me feel special.” I don’t think he realized how special he made me feel that day. There have been so many former students over the years that have made me realize the sustaining power of relationships.

Unless there is a connection between teacher, student and lesson, learning becomes tiresome to all involved. Veteran educator, James Comer, states that, “No significant learning occurs without a significant relationship.” Yet, the value of relationships is often downplayed or ignored completely in teacher preparation programs. There is also the belief among some that camaraderie between teachers and students leads to unprofessional familiarity or places the teacher in a weakened position in the classroom. Nothing could be further from the truth. Strong relationships encourage learner exploration, dialogue, confidence, and mutual respect.

We have now entered an age where nothing is private and secrets are hard to keep. Your “friends” are counted by simply clicking a button. Face to face interactions are seen by many as unnecessary and time-consuming. Of course, we can do just about anything online, including teaching and learning. But I guess I am just old school. I want to look into your eyes when the answer finally dawns on you. I want to hear that inflection in your voice when you are angry with me. I want to see the smile on your face when you forgive me. I want to share in the joy when we both realize that we make a good team.

Making a good team, a good classroom, a good community, and ultimately a good person... it’s what good education is all about. It’s certainly what good TCA education is all about. And it all starts with Relationships, Relationships, and Relationships.

IT’S ALL ABOUT RELATIONSHIPS



Growing up in South Carolina (and my sister having graduated from Clemson)-when I first read this article it caught my attention. So much so, that I reached out to the author Mark Bauerlein and asked if I could reprint his work in this edition of the PALMARIUM. He kindly granted his permission asking only that I note that the article was originally published in the Winter 2019 issue of the *City Journal*.

The higher-education crisis in the humanities has a simple solution, which applies as well to airlines and movie theaters: fill the empty seats. Humanities majors accounted for less than 12 percent of bachelor's degrees in 2015, according to the Humanities Indicators Project. A July report from the Modern Language Association found that three-quarters of English departments had seen the number of majors dropping in the last five years. In an effort to boost enrollments, humanities departments are trying everything from digital curricula to sophisticated marketing plans.

To help professors, administrators, and advocates make the practical case for a humanities education, the Washington, D.C.-based National Humanities Alliance has issued a digital "Humanities Toolkit." Written in the style of a PowerPoint presentation, the report offers "learning outcomes and performance metrics" that show how humanities degrees prepare students for a broad range of careers. It provides job and salary data, and it claims that employers "seek the skills that humanities majors develop"—for instance, those that make them effective managers. The message of the NHA's relentlessly optimistic document: "The humanities cultivate fulfillment."

Yet the toolkit makes not one reference to Milton, Beethoven, Bernini, Cervantes, Virgil, Ralph Ellison, or any other notable names; the great books, artworks, and compositions don't figure in the presentation. The humanities instill critical thinking, workforce readiness, and empathy, the NHA insists—but those virtues get developed, presumably, in humanities course work, through the direct study of Thucydides, Dante, the Civil War, *War and Peace*, and so on. Why not highlight those things?

The NHA seems to believe that students need utilitarian justifications for studying fields like philosophy and art history. To market the humanities, on this view, we must play up money and success, and add a few sentimental effusions. It's not working, though, as the poor enrollment figures underscore.

A better approach comes from Clemson University, where a Great Books-style initiative called the Lyceum Program is thriving. Each year, the program admits ten "scholars" out of high school, providing them a \$2,500 annual tuition credit. The Lyceum offers eight courses per semester, taught by six professors. The students take the courses as a group, in a set sequence—for example, "Wisdom of the Ancients" for freshman year, "American Political Thought" for sophomore year, and so on. Participants then meet individually every week with their assigned tutors—professors who engage them in Socratic discussion of the readings. After completing the eight required courses, students earn a political science minor. A Lyceum certification may soon appear on transcripts and diplomas.



I met some of the students on Clemson's campus in September. "I heard about this program in high school," one told me, and "that's why I came to Clemson."

"Are the courses tough?" I asked.

"Definitely," he said with a laugh, "the hardest ones I've ever taken." The three others who joined us nodded. They kept citing the works that inspired them—*Anna Karenina*, *The Closing of the American Mind*, Cicero's *On Obligations*, and a quote by C. S. Lewis that one took as his motto: "It's not the remembered past, but the forgotten past that enslaves us." One of the students was majoring in philosophy, two in English, and one in economics, but I sensed their camaraderie.

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I asked if they really found those old books relevant in contemporary America. "Relevant to what?" one remarked, noting that other teachers might insert "pop culture references" to bring the material up to date, "but I don't need them in the classroom." Another found it "uplifting" to be in a class that offered a sanctuary from topical affairs.

The posters for the program set the tone. "IDEAS HAVE CONSEQUENCES," one announces at the top. Lyceum scholars, it says, "will graduate with a robust training in the essential ideas that form the foundation of free institutions, thus preparing them to move into careers in law, academia, policy making, and the business world." This language sounds as though it was lifted from the Humanities Toolkit, but the rest of the poster gets back to the program's true aim, listing the books that the scholars will read—including Plato's *Apology*, Machiavelli's *The Prince*, Marx's *Economic and Philosophic Manuscripts*, and Milton Friedman's *Capitalism and Freedom*. Another poster displays two stacks of books against a black background: Cicero, Tocqueville, Marx, Kant, Hume, Weber. The books (and authors) speak for themselves.

I asked the Lyceum's founder, C. Bradley Thompson, about the program's remarkable growth. "I never thought it would explode like this," he admitted. "We began with a tiny marketing budget, but as soon as the materials went out, the calls started coming in." Parents told him that they wanted their kids to get a decent classical education; bookish high schoolers told him that they wanted to find peers like themselves; and the admissions officers told him that more and more applicants, especially on the high end of the pool, were inquiring about the program. (Last year, 320 of the applicants had SAT scores of 1,400 or above, and 180 were at 1,500 or above, on a scale of 2,400.) "The administration is wholly supportive," Thompson said. "We are now, along with the football program, one of the president's main talking points." When I brought up critical thinking, workplace skills, and other supposed humanities attractions, Thompson shook his head: the point of the program is to engage students with the big questions of life. "We live in such an unserious time," he said. The students "long for participation in something great." Or, as one of the program professors, J. Michael Hoffpauir, told me, "In these books, the students find themselves taken more seriously than they normally take themselves."

Academia touts so many new initiatives, institutes, and majors these days that skepticism about any of them is warranted. But Thompson and his team have built a thriving humanities project, on traditional grounds. Clemson's Lyceum Program is an exacting curriculum that honors the Western heritage—and students are hungry for it.

Mark Bauerlein is senior editor at First Things and a professor of English at Emory University.



Nobody cares how
much you know
until they know
how much
you care.

attributed to Theodore Roosevelt
and several others

